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ABSTRACT

A Consensus Development Committee (CDC) was charged with responsibility for assessing the level of consensus on issue statements. The intention of the conference was to reach consensus on as many issues as possible related to curriculum and standards for marketing eudcation. Prior to the conference, authors of conference presentations and the conference planning committee identified 120 issues; conferees added 36 statements during the conference. Conferees reacted to each statement using a five-point scale. Statements that originally did not make consensus were evaluated and rewritten by the CDC and resubmitted to conferees for reaction. This process yielded 134 statements that met consensus. A second committee developed 15 recommendations related to the issue statements that reached consensus. Conferees indicated their level of agreement with the recommendation and the priority they felt each should have. Table 1 lists the percentage of respondents by job classification. Table 2 shows outcome statements that reached consensus and the mean level of agreement. These outcome statements are related to four conference goals: curriculum relevant and responsive to business and industry training needs, standards for program graduates, program awareness, and implementation of the conference's recommendations. Table 3 lists outcome statements that failed to reach consensus. Table 4 lists conference recommendations, level of agreement, and priority. (YLB)

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Conference Consensus Evaluation

1984 National Marketing Education Curriculum Conference

Atlanta, GA

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CONFERENCE CONSENSUS EVALUATION

The Consensus Development Committee (CDC) was charged with the responsibility of assessing the level of consensus on issue statements developed prior to or during the conference. It was the intention of the conference to reach consensus on as many issues as possible related to curriculum and standards for Marketing Education.

Population

Conferees attending the curriculum conference represented high school teachers, post-secondary instructors, representatives from business, local and state supervisors and teacher educators. While the number of conferees reacting to the different consensus instruments varied, the proportions from each job classification remained essentially the same (see Table 1).

Procedure and Findings

One-hundred and twenty issues were identified prior to the conference by authors of papers presented at the conference and by the conference planning committee. In addition, conferees added 36 statements of their own during the conference. The conferees were then provided an opportunity to consider each of the statements and indicate their level of agreement.

Conferees were asked to react to each statement using a 5-point scale: (1 = strongly disagree; 5 = strongly agree). Statements were considered to have achieved consensus if they met two criteria. The statement had to achieve an average of 3.5 on a 5-point scale. Once a statement reached 3.5, then the second criteria had to be met. The second criteria was that no more than 30% of the conferees could have marked 3.0 or less on the scale indicating that they were either uncertain about the issue or they disagreed with the statements. Statements that originally did not make consensus were evaluated by the CDC. The CDC reviewed comments and attempted to rewrite statements so that conferees might be able to agree with them. After a statement was revised, it was resubmitted to conferees who had a second chance to react to the issue.

This process yielded 134 statements that met the definition of consensus (see Table 2). Another 22 statements failed to reach consensus (see Table 3).

A second committee formed at the conference was charged with the responsibility of developing recommendations related to the issue statements that reached consensus; the 16 member Recommendations Committee (all of whom were nominated by State Teams,) along with members of the CDC developed 15 recommendations. The recommendations were submitted to the conferees at the end of the conference. Conferees indicated their level of agreement with the recommendation and the priority they felt each should have (see Table 4).

The Consensus Development Committee

The Consensus Development Committee consisted of James R. Stone III (Chairperson), a teacher educator from the University of Wisconsin; Lester Sanders, a teacher educator from the University of Georgia; David Grypp, a supervisor of post-secondary marketing education from Wisconsin; Tracy Trussell, a teacher educator from Auburn University; Jeff McCauly, a secondary classroom teacher from Kenosha, Wisconsin; Warren Meyer, Professor Emeritus, University of Minnesota; and Marie Burbach, State Supervisor of Marketing Education from Wisconsin.

Table 1. Percentage of Respondents by Job Classification

Data Collected on:	N	Secondary Teachers	Post Secondary Instructors	Business Representatives	Local & State Supervisors	Teacher Educators	Other[a]
Sunday	269	38%	8%	3%	29%	19%	3%
Monday	259	38%	8%	3%	30%	17%	3%
Tuesday	352	40%	8%	3%	28%	18%	3%
Wednesday morning	224	38%	8%	3%	31%	19%	2%
Wednesday afternoon	261	39%	7%	2%	30%	17%	6%
Thursday	218	43%	7%	1%	29%	16%	6%
Recommendations	247	40%	7%	3%	26%	20%	8%
Mean	261.4	39.4%	7.6%	2.6%	29%	18%	4.4%

[a]This category includes those conferences who did not fit into one of the other categories as well as those who failed to indicate their job classification.

Table 2 Mean Level of Agreement on Outcome Statements

Goal/Objectives/Statements	Mean[a]
I. Conference Goal - Curriculum: Establish procedures to assure that marketing and distributive education curriculums at all levels are relevant and responsive to the training needs of business and industry. The following are conference outcomes related to the conference goal for curriculum.	
A. Consensus on the content appropriate for marketing curriculums at each employment level: entry, career sustaining, specialist, or owner manager.	
1. The primary purpose of the marketing education curriculum at any level is to prepare enrollees for employment or self employment in marketing occupations.	4.5
2. The practices and procedures of the marketing industry should be the basis of the marketing education curriculum.	4.5
3. The marketing education curriculum at each employment level should be competency based.	4.4
4. An entry level curriculum should provide instruction that will prepare students for entry into jobs involving standard or routine procedures with limited need for exercising decision making skills (competencies related to sales supporting tasks, basic scales, and fundamental employability skills).	4.4
5. A career sustaining level curriculum should provide instruction that will prepare students for entry into jobs involving more complex duties then entry level. These jobs require a comprehensive knowledge of products or services marketed and the marketing practices and techniques associated with the industry. Individuals at this level perform multiple tasks and can accept responsibility and demonstrate decision making skills.	4.4
6. A specialization level curriculum should provide instruction that will prepare students for entry into jobs involving the performance of a highly specialized activity requiring extensive technical knowledge and experience in a specific marketing function, a product area, or a service field. It may involve supervisory responsibilities and accountability. (Also referred to as mid-management).	4.3
7. An owner-manager level curriculum should provide instruction that will prepare students for managing or owning a business engaged primarily in the marketing of a product or service.	4.4

		Mean
8.	Awareness of career opportunities in "high tech" sales, information marketing, and other technology-related marketing careers should be increased.	4.3
9.	The concept of quality of work life and related competencies for involvement in participative management should be incorporated in a core marketing education curriculum.	4.1
10.	The curriculum for marketing education should be generic to all of marketing and not job specific at the entry level.	4.0
11.	Technology, particularly computer, should be taught in terms of marketing applications.	4.5
12.	Marketing education should be involved in marketing training programs specifically designed for adults.	4.3
13.	Adult marketing education programs should seek support and certification from appropriate trade/industry organizations. (ABA, SME, Realtors, or others with certification/licensing requirements.)	4.4
14.	Curriculum modules should be developed for adult marketing education.	4.2
15.	Marketing education should take the lead in offering entrepreneurship education.	4.7
16.	Marketing education can be offered as a general "academic" course as well as a vocational program.	3.8
17.	Secondary marketing programs should provide service courses for non-marketing students (e.g. sales training, principles of marketing, entrepreneurship).	4.3

B. Consensus on a curriculum framework that specifies outcomes for marketing curriculums at each level of instructions-secondary. post-secondary, and adult.

1.	It is appropriate for marketing education to provide entry level programs.	4.7
2.	It is appropriate for marketing education to provide career sustaining level programs.	4.6
3.	It is appropriate for marketing education to provide specialization level programs.	4.4

		Mean
4.	It is appropriate for marketing education to provide owner/manager level programs.	4.4
5.	A core set of competencies should be developed for each level of employment (i.e. entry level, career sustaining, specialist, and owner'manager).	4.5
6.	A national "core" curriculum should be flexible enough for states and individual schools to meet specific local needs.	4.8
7.	Marketing education programs and courses focussing on entry level or career sustaining level jobs should provide vocational application of marketing skills through a project laboratory, cooperative education, or internship.	4.4
8.	The state should provide curriculum guides for entry level marketing education programs.	4.5
9.	The state should provide curriculum guides for career sustaining marketing education programs.	4.3
10.	The state should provide curriculum guides for specialization marketing education programs.	4.1
11.	The state should provide curriculum guides for owner/manager marketing education programs.	4.1
12.	Guidance for marketing education curriculum should be provided at the national level.	4.3
13.	A national task force should be commissioned to develop a core marketing education curriculum with input from states, curriculum centers, and other curriculum specialists.	4.1
14.	Each state should establish and utilize secondary and post-secondary curriculum articulation models.	4.5

C. Consensus on the need to assure that marketing course content is occupationally valid and essential to student performance in marketing.

1.	Marketing course content should be occupationally valid and essential to student performance in marketing.	4.6
2.	Marketing educators should not be expected to teach remedial subjects.	4.0
3.	Marketing education curriculums should stress application to and direct involvement of students with marketing businesses, including, but not limited to:	4.4

Mean

Cooperative, on-the-job learning experiences
Field trips to marketing businesses
Guest speakers from the marketing community
Structured marketing business observations and interviews
Non-paid, short term marketing internships
Temporary or regular part-time paid experiences
Marketing research
Special marketing projects.

D. Consensus on procedures to assure that marketing curriculums are responsive to the needs of the marketing industry.

1. Every marketing education program should have its own local advisory committee. 4.5

2. Advisory committees should advise on curriculum. 4.5

3. Teacher educators should design and offer workshops which focus upon improving interaction between marketing teachers and marketing practitioners. 4.4

4. Instructors in marketing education programs should acquire a minimum number of specified hours of inservice education to update marketing knowledge and a minimum number of hours of occupational update experience. 4.3

5. To encourage renewal of marketing occupational experience, local school systems should offer such incentives as:
   *Release from teaching or administrative duties
   *Awarding internships in businesses
   *Awarding bonuses for innovative linkages with the marketing industry
   *Modification of teacher certification requirements to reflect the need of personnel for marketing education occupational competence
   *Basing teacher certification on judged competence in the relevant occupation(s) in addition to teaching competence and marketing knowledge 4.5

6. A mechanism or model should be developed to assure continuing and meaningful dialogue between marketing educators and industry personnel. 4.5

7. Model procedures should be established by each state for assisting marketing education personnel to review periodically their occupational experience in marketing. 4.2

8. The state supervisor should provide current and accurate employment and marketing industry data for purposes of curriculum development 4.2

	Mean
E. Consensus on the role of student organizations in relation to an affective and comprehensive marketing curriculum.	
1. The vocational student organization should be an integrated part of classroom activities in marketing education programs at the secondary, post-secondary, and collegiate levels.	4.0
2. The role of the co-curricular vocational student organization should be to enhance the instructional program.	4.7
3. Every secondary program should have a co-curricular vocational student organization.	4.4

II. Conference Goal - Standards: To establish procedures to assure that marketing and distributive education program graduates have consistent and necessary levels of occupational competence regardless of school or state in which instruction is taken.

A. Consensus on the need to evaluate and accredit marketing and distributive education programs.	
1. Marketing education programs should be evaluated every five years.	4.4
2. The marketing education profession should encourage and support a nation-wide evaluation process (using agreed-upon standards) that will provide comparable information on program results.	4.2
3. The primary purpose of evaluating programs should be to measure the effectiveness of a particular program.	4.1
4. National program standards, adopted or modified by each state, should be used to accredit secondary and post-secondary programs.	4.1
5. Special impact evaluations should be carried out (e.g. on economic development, on success of program completers by population segments, and on career paths of completers).	4.0
6. Outcome evaluations should be carried out (e.g., on economic development, on success of program completers by population segments, and on career paths of completers).	4.3
7. Standards, once established, should be the basis for program accreditation.	4.2

	Mean
8. Only those marketing education programs meeting or exceeding a predetermined standard as agreed upon by the marketing education professional association shall be endorsed.	3.9

B. Consensus on the procedure to establish standards and criteria for quality marketing and distributive education programs at the secondary, post-secondary and adult levels.

1. The marketing education profession, through its professional association, should be involved in the development of national program standards.	4.2
2. A standards and evaluation committee would be established within the MDEA and charged by that board with specific responsibilities for developing standards and criteria for marketing education programs at entry, career sustaining, specialization, and owner-manager levels.	3.9
3. Working with the appropriate trade and/or professional organizations and administrators, standards should be established for programs at the entry, career sustaining, specialization, and owner/manager levels.	4.3
4. The primary leadership for the development of standards should be undertaken as a national contract activity under the auspices of the U.S. Department of Education.	3.9*
5. Standards of performance for employment in a specific area of marketing should be prepared in relation to each level of employment (i.e. entry, career sustaining, specialist, and owner/manager).	3.9
6. Standards should include but not be limited to those that are common or generic to instructional programs at all occupational levels.	4.3
7. Supplements to generically stated standards should be prepared to encompass the unique aspects of specific instructional programs.	4.2
8. Standards reflecting student competence should: (a) Emphasize performance of pre-determined occupational skills, and (b) Emphasize transferable marketing skills.	4.3
9. Advisory committees should participate in the certification of student competencies.	3.9

		Mean
10.	Students in the entry level program should have an occupational interest in a marketing industry that is addressed by the curriculum.	3.9
11.	The MDEA should prepare and validate a marketing education component for the national teacher's examination.	3.9
12.	Post-secondary marketing education includes all degreed full-and part-time training programs funded by the source of higher education funds.	3.8
13.	Adult education includes all non-degreed full- and part-time marketing education training programs funded by the appropriate public education sources.	4.0
14.	It is appropriate for entry level students to be placed in retail training stations as part of their preparation for a marketing career.	4.3
15.	Standards are needed to define the purpose and scope of the marketing education programs.	4.6
16.	Standards should include processes for certifying student competency in relation to core marketing competencies and specific marketing occupations by level of employment.	4.1
17.	Standards should reflect the concept that the provision of instruction is based on the student's occupational objective in marketing at all educational levels.	3.9
18.	Standards should reflect the concept that the achievement of identified competencies determines completion status of the student, not necessarily the completion of a set timeframe.	4.3
19.	Standards should serve to define marketing and marketing occupations.	4.1
20.	Standards should address the role of vocational student organizations.	4.2
21.	Standards should address methodology with special attention to cooperative education, internships, and project methods.	4.0
22.	All programs using the cooperative or internship method should use training plans.	4.5

		Mean
23.	When cooperative or internship methodologies are used in marketing education programs (secondary and post secondary) they should be supervised by the employer and the marketing teacher and include:	
	Use of training plans for joint planning of on-the-job experiences.	4.6
	Regular visits of teachers to see working conditions, work assignments, type and extent of supervision, nature of contact with other employees.	4.8
	Communication between training sponsor and teacher to mesh classroom and work learning experiences and to assign school credit for the work portion of the curriculum.	4.7
	Basing completion on mastery of identified competencies, rather than on the passage of time.	4.5
	The mutual acceptance of on-the-job responsibilities of the training sponsor and marketing education teacher before students are placed.	4.4
24.	Marketing education students should possess prerequisite basic skills, developed if necessary through remedial courses, prior to enrollment in marketing classes.	4.0
25.	The level of instruction in marketing education should equal or exceed that of general academic education.	4.3
26.	Entry level program standards should be endorsed by the MDEA and by appropriate national/trade professional organizations (e.g., Sales and Marketing Executives, the National Retail Merchants Association, and the American Marketing Association.	4.4
27.	Career sustaining and owner-manager marketing education program standards should be endorsed by the MDEA and appropriate trade/professional organizations (e.g., the American Marketing Association, the American Society for Training and Development, and the Sales and Marketing Executives).	4.4
28.	Specialized program standards should be endorsed by the MDEA and the appropriate professional organizations for that specialty.	4.4

		Mean
C.	Consensus on procedures to establish standards that will assure a consistent level of competence by persons completing marketing and distributive education programs.	4.5
1.	The principles and concepts of the marketing industry should be the basis of the marketing education curriculum.	4.0
2.	A national marketing education consortium of states should be formed to focus on achievements of the 1984 National Conference recommendations. This would include (but not be limited to):	
	a. The employment of a director and required staff to manage the consortium	3.6*
	b. The designation of discrete, but integral, consortium components for the following common interests: Program planning and management Program awareness including relationship with the marketing industry Program standards and evaluation Curriculum and information	3.8*
	c. At least two consortium meeting annually.	3.6*
3.	The marketing education profession, through its association, should document a base level of competence to be achieved by "regular" students enrolled in programs offered in secondary and post-secondary programs.	4.0
4.	All completers of marketing education programs will demonstrate competency in a core marketing curriculum as established by the marketing education profession.	4.3
5.	A core curriculum must be research based.	4.4
6.	Core curriculum should identify minimum content that meets the expectations of marketing business and industry.	4.6
7.	A national marketing achievement test should be made available as a means to assess consistency of performance based on knowledge of core competencies.	3.9
8.	Entrepreneurship should be included in any core curriculum developed.	3.8
9.	A core set of competencies should be developed for the entry level of employment.	4.4
10.	A core set of competencies should be developed for the career sustaining level of employment.	4.3
11.	A core set of competencies should be developed for the owner/manager level of employment.	4.3

		Mean
12.	All DECA competitive events should reflect the competencies identified as a part of a "core" curriculum.	4.2
13.	There should be a nationally disseminated listing of common competencies that students enrolled in marketing education programs must demonstrate upon completion of a program.	4.2
14.	Industry input into the development of a national core curriculum should be sought from both small businesses and large business.	4.8
15.	Recommended entrance criteria should be established for programs at all occupational levels.	3.9
16.	Exit criteria should be established for entry level, career sustaining, specialization and owner manager level training.	4.2
17.	A post-test covering knowledge of marketing and private enterprise and including a performance assessment appropriate to the program level should be developed.	4.0
18.	Programs that achieve the desired level of quality should be recognized nationally.	4.1
20.	I support the idea of multiple staffed marketing teacher education porgrams so that each program can provide a full range of undergraduate and graduate instruction, research and development, and consulting services to marketing education.	4.4
21.	Every community should have the services of a full-time marketing educaiton specialist.	3.9
22.	Marketing education students should be representative of the total school population.	4.2
23.	Marketing education should not be held accountable and/or responsible for MDE students who are not educationally functionable in the basics (e.g., reading, computing, etc.).	3.8*
24.	Articulation between and among other disciplines should be a major concern in curriculum development.	4.1
25.	A sequenced curriculum model, based on IDECC competencies, should be made available to teachers in all states.	3.7*

Mean

III. Conference Goal - Program Awareness Establish plans to assure regular and meaningful involvement of business people, educational leaders and other marketing education providers and concerned citizens in the development and improvement of marketing and distributive education programs.

A. Consensus on means to establish improved working relationships with business and industry.

1. The title "Marketing Education" should be adopted for all programs. 4.3

2. A core curriculum would contribute to a public understanding of marketing education. 4.4

3. Marketing education should focus on industry as the target market and students as its product. 4.2

4. It is appropriate for secondary schools to establish relationships with private schools providing marketing training, with post-secondary schools providing marketing training, and with private sector training programs. 4.5

5. It is appropriate for post-secondary marketing education programs to establish working relationships with private schools, post-secondary schools, and private sector training programs. 4.5

6. It is appropriate for collegiate marketing teacher education programs to establish relationships with private schools, post-secondary schools, and private sector training programs. 4.4

7. The National MDEA should establish working relationships with related professional organizations such as the NBEA, etc., and also with trade and professional associations at the national level such as the AMA, SME, ASTD, NRMA, etc. 4.6

8. Every community that has a marketing education program should have the services of a marketing education specialist. 3.8

9. Community involvement symposiums should be held so that community thought and opinion leaders can interpret labor market and trends data to various publics. 4.2

10. There should be a national identify for marketing education. 4.9

		Mean
11.	Co-curricular vocational student organizations should enhance the awareness of the program as a marketing education program.	4.7
12.	Each marketing educator should undertake a variety of activities to improve and enhance the image of marketing education as viewed from the perspective of marketing practitioners.	4.8
13.	Advisory committees should be involved in inservice for teachers for the purpose of updating marketing competencies.	4.5
14.	Marketing education teachers should be involved in appropriate civic organizations (chamber of commerce, AMA, ASTD, etc.)	4.6
15.	The MDEA should establish a national advisory committee composed of members of appropriate professional and industry organizations such as AMA, ASTD, NRMA, SME, etc.	4.5
16.	Marketing education professionals should commit to writing program philosophy, objectives, and course offerings so that these may be distributed to various publics.	4.5
17.	I support the idea of developing a national identity for marketing education as a training and development program for all marketing jobs.	4.6
18.	I support the development of a broadly based national association of professionals who provide human resource development for marketing.	4.3
19.	Adult level marketing education should be referred to as adult marketing training and development programs (as opposed to adult education programs).	4.4

IV. Conference Goal - Implementation Establish plans for implementation of the 1984 National Conference recommendations at the local, state and national levels.

A. Consensus on conference recommendations for specific curriculum improvements at the secondary, post-secondary and adult levels.
Statements at this point
(See recommendations Table 4)

B. Consensus on procedures to establish marketing education program leadership at the national and state level.

1.	The USOE should provide full time national program leadership for the marketing education program.	4.3

		Mean
2.	The primary leadership for the development of standards should be undertaken as a national contract activity under the auspices of the U.S. Department of Education (to include groups such as MDEA, MDE Division of the AVA, the National Council, Advisory Committees, etc.).	3.9
3.	A state marketing education association should be established in each state to include secondary, post-secondary, adult, and collegiate members.	4.7
4.	Each state should establish a statewide curriculum committee to implement recommendations.	4.5
C.	Consensus on plans for marketing education personnel to communicate curriculum expectations.	
1.	A marketing plan focussing on but not exclusive to students, parents, the business community, and other appropriate target markets should be developed and implemented by the National Marketing and Distributive Education Association.	4.3
2.	Curriculum expectations should be communicated to and by all appropriate organizations within the marketing education community to include DECA, IDECC, the USOE, the MDEA, and the Conference Planning Committee for the 1984 National Conference.	4.4
D.	Consensus on procedures to be used to follow up on activities by each state in the implementation of their state action plan.	
1.	The MDEA should establish an organizational structure to implement conference recommendations.	4.3
2.	Each state should develop a plan of implementation for the conference recommendations by September 1985.	4.7
3.	The MDEA should sponsor a longitudinal follow-up of conference recommendations.	4.5

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*Statement met first criterion but not the second

[a] 1 = strongly disagree; 2 = disagree; 3 = uncertain; 4 = agree; 5 = strongly agree

Table 3 Outcome Statements That Failed to Reach Consensus

1. The four occupational levels (entry, career sustaining, specialized, and owner-manager) should be replaced by some other set of terms descriptive of employment levels in marketing.

2. Entrepreneurship education should be a major thrust of all marketing education regardless of occupational level.

3. Marketing education should be offered as a general "academic" course as well as a vocational program.

4. The level of student competence to be designated should be the same for programs serving special populations with handicapping conditions and programs emphasizing specialized competencies in specific marketing areas.

5. Keyboarding skills should be required of all marketing education.

6. Adult marketing education responsibilities should be included in the contracts of all marketing education teachers at the secondary and post-secondary levels.

7. Keyboarding and computer usage skills should be required of all marketing education graduates.

8. All marketing educators should have a BS in marketing or its equivalent in marketing occupational experience for certification.

9. All marketing educators should have a marketing degree and marketing occupational experience for certification.

10. No student should enter a vocational marketing course who lacks the necessary competencies in the basic skills necessary to learn and make progress in that course.

11. Cooperative marketing students should complete prerequisite marketing courses prior to co-op employment.

12. Vocational education should not be expected to teach remedial subjects.

13. An "exit" exam should be developed for use with all marketing education students.

14. IDECC, MDEA, and DECA should be merged to form one national organization.

15. With the term marketing education being accepted as the identifying name of our profession the name of the vocational student organization should be changed to be consistent with the program..

16. Specialized programs should be offered only at the postsecondary level.

17. Every university teacher marketing education program should have a co-curricular vocational student organization.

18. Every post-secondary program should have a co-curricular vocational student organization.

19. Accounting principles should be required of all marketing education graduates.

20. The emphasis on specialized and/or individualized curricular should be increased at all levels of marketing education.

21. Occupational surveys will be conducted bi-annually by local marketing education programs (e.g. job opportunities, labor market trends).

22. The main purpose of cooperative education as a method at the secondary level is the application of core marketing competencies and not to train for a specific job.

Table 4. Conference Recommendations

Recommendation	Level of Agreement	Priority
Conference Goal I		
The National Council for Marketing Education (NCME) should research and recommend:		
1. A core set of occupationally valid competencies for all marketing levels;	4.5	2
2. A model core curriculum consistent with the consensus statements of the 1984 Curriculum Conference;	4.4	3
3. A systematic process for evaluating the marketing competence of completers using the core curricula as the bases.	4.2	7
Conference Goal II		
4. A Standards and Evaluation Committee should be established by NCME with specific responsibilities for researching and recommending standards and criteria for Marketing Education programs addressing each marketing employment level.	4.3	5
5. The Standards and Evaluation/Committee as established by NCME will work with the appropriate trade/professional organizations to receive their accreditation for specific Marketing Education programs.	4.2	6
Conference Goal III		
6. The MDE division of AVA and each state adopt the title Marketing Education in order to provide a national identify for marketing related training and development programs.	4.5	1
7. NCME should undertake the task of defining program levels in Marketing Education.	4.0	7
8. A plan be established by NCME to recognize quality programs.	3.9	9
9. Each state develop articulation plans among among all levels and categories of Marketing Education programs.	4.5	4

10. A plan be developed by the NCME to establish a National Advisory Committee composed of members of appropriate marketing professional and industry organizations.	4.1	4
11. Marketing educators develop a plan designed to improve and enhance the image of marketing education.	4.7	1
12. NCME study the feasibility of establishing a a National Marketing Education Consortium of States.	3.9	8
13. Each state provide and regularly update curriculum guides for each level of Marketing Education Programs.	4.3	4
14. Each state develop a plan of implementation for the conference consensus recommendations (within state domain) by September 1985.	4.6	1
15. NCME be charged with developing a plan of implementation for the conference recommendations (within national domain) by September 1985.	4.4	3